



English Long Term Plan

Year 4 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider curriculum focus	Science – Digestion	History – First millennium AD	Science – Forces (gravity, friction, water & air resistance)	Geography – Manchester & Barcelona	Science – Sound DT – Musical instruments	Creative Art - Animals
WRITING						
Purpose of writing	Writing to entertain	Writing to entertain / inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain
'Driver' Text	Varjak Paw by S F Said	Queen of Darkness by Tony Bradman	The Miraculous Journey of Edward Tulane by Kate DiCamillo	The Boy at the Back of the Class by Onjali Rauf	Noah Barleywater Runs Away by John Boyne	Myths and legends
Writing Outcomes	Narrative: Setting description of Varjak going out in the world Narrative / recount: Diary entry in role as Varjak	Narrative: Character description of Boudicca Information text: What did the Vikings ever do for us?	Narrative: Informal letter in role as Abilene Poem: Poem about the characters from Edward Tulane	Narrative: retelling of story Persuasive argument: Climate change	Narrative: Dilemma story (Narrative) Poem – The sound collector	Narrative: Romulus and Remus Instructions: making a mask Narrative – Writing a play
Reading & supplementary texts	Fiction – The Legend of Podkin One Ear by Kieran Larwood Non Fiction – Ask A Scientist by Professor Robert Winston Look Inside What Happens When You Eat by Emily Bone	Fiction - Empire's End - A Roman Story by Leila Rasheed Non Fiction – History The Rise of Boudicca? British Museum: So You Think You've Got It Bad? A Kid's Life in Ancient Rome History Atlas	Fiction - The Tale of Despereaux by Kate DiCamillo Non Fiction – Boom Science: Forces by Georgia Amson-Bradshaw	Fiction – Brand New Boy by David Almond Non Fiction – The Journey by Francesca Sanna (picture book) Maps by Aleksandra Mizielinska How Cities Work (Lonely Planet Kids) The Cities Book (Lonely Planet Kids) Local poets: Lemn Sissay / Tony Walsh / Carol Ann Duffy	Fiction – The Adventures of Pinocchio by Carlo Collodi The Terrible Thing That Happened To Barnaby Rooket John Boyne Non-fiction – Boom Science: Sound by Georgia Amson-Bradshaw	Fiction – The Girl Who Stole an Elephant by Nizrana Farook The heavenly elephant Aarti & the Blue Gods by Jasbinder Bilan Non-fiction - Religion around the World: A Curious Kid's Guide to the World's Great Faiths (published Nov22)
Planned opportunities for oracy (including constructive feedback)		Discussion with historians	Poetry reading	Class debate Role play travel agents Climate change speeches	Singing Discussion of musical sounds and tastes	Class PSHE discussions



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SPAG Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<ul style="list-style-type: none">• Year 3 /4 statutory words• Year 3 & 4 LKS2 list• Homophones• The prefix in-• The prefixes il- and ir-• The prefix sub-• The prefix inter-• Challenge words• The suffix -ation• The suffix ation• The suffix -ly• The suffix -ly• Words with the /sh/ sound spelled ch• Challenge words• Can spell some words from the Year 3 & 4 statutory spelling list		<ul style="list-style-type: none">• The suffix -sion• The suffix -ous• The suffix -ous• The /ee/sound spelled with an i• The suffix -ous• Challenge words• The digraph au• The suffix -tion• The suffix -ssion• The suffix -cian• Adverbs of manner• Challenge words• Can spell many words from the Year 3 & 4 statutory spelling list		<ul style="list-style-type: none">• Homophones• The /s/ sound spelled c• The sol and real word families• The phon and sign word families• Prefixes super- anti- and auto-• The prefix bi-• Challenge words• Plural possessive apostrophes• Revision• Revision• Revision• Revision• Can spell most words from the Year 3 & 4 statutory spelling list	
Punctuation	<ul style="list-style-type: none">• Is beginning to use a comma after a fronted adverbial.• Can use inverted commas and other punctuation when direct speech begins with a reporting clause.		<ul style="list-style-type: none">• With support can use the comma after a range of fronted adverbial (phrase/clause).• With support, can use inverted commas and other punctuation when a sentence begins with direct speech, e.g. “I’m going home,” said Sarah.		<ul style="list-style-type: none">• Can accurately use the comma after a range of fronted adverbial (phrase/clause).• Can use the apostrophe for plural possession (Babcock teaches this in Spring).• Can use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, “Sit down!”).• Is beginning to use commas accurately when a sentence starts with a subordinate clause.	



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Vocabulary and Grammar	<ul style="list-style-type: none">• Teach fronted adverbial phrases for how, where, when (begin to use comma).• Can confidently use all previously taught conjunctions for compound and complex sentences, when the conjunction is in the middle of a sentence.• Can use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>].• Can use paragraphs to organise ideas around a theme• Understand the grammatical difference between plural and possessive –s (Eg. <i>Lots of goats</i> or <i>the goat's fur</i>).• Can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) <p>(NB: not using 'which' until Year 5)</p>	<ul style="list-style-type: none">• Chd use a range of fronted adverbials (phrases/clauses) for how where and when (comma with support.)• Understand how to start a sentence with a subordinate clause.• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<ul style="list-style-type: none">• Chd use a range of fronted adverbials (phrases/clauses) for how where and when (accurate use of comma).• Can write sentences starting with a subordinate clause. (can include comma with support).
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